



Outcomes Assessment

2016 Summary <http://assessment.arizona.edu>

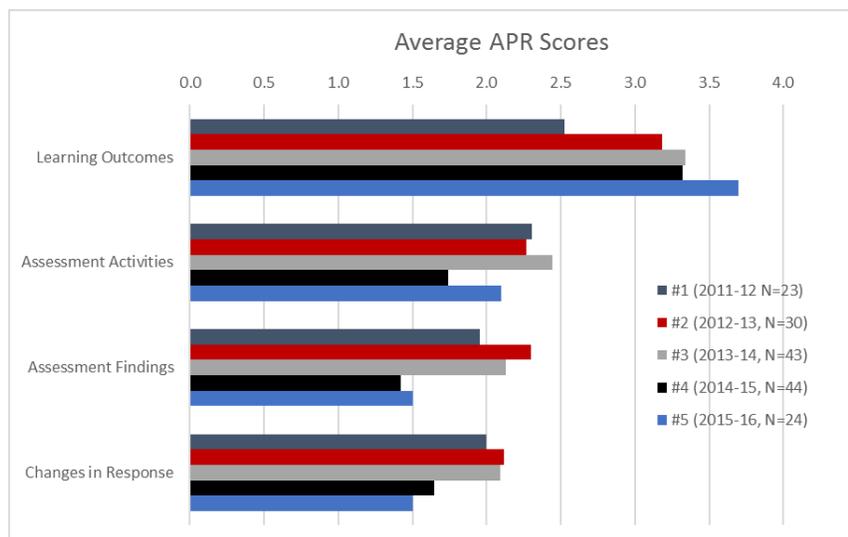
The University of Arizona recognizes the importance of assessment and evaluation in improving the quality of its academic and support programs for students. Rather than viewing assessment as a reaction to demands for accountability, it is viewed as a continuous source of evidence-based knowledge for institutional improvement. As a result, a representative faculty group developed the plan for a faculty-driven process for program level assessment of student outcomes. The assessment team in the Office of Instruction and Assessment provides consultation for academic units to implement and conduct student learning outcomes assessment at the program level. In 2011, this Model was incorporated into the Academic Program Review process and the self-study report. For more detail on both the Model and the APR process go to: [Program Assessment](#)

Assessment Impact

As of the 2015-2016 academic year, five cohorts of academic units (about 74% of all units) were engaged in the APR process requiring the student learning outcomes assessment plan. The rubric scores for each of the four criteria evaluated from self-study reports, disaggregated by cohort, are reported in Figure 1. [Click here for the rubric.](#) The number of programs evaluated is greater than the number of units as many units have multiple programs. Rubric score scale is from 1 (inadequate) to 4 (excellent).

Notice the marked increase in scores for the Learning Outcomes criterion, which indicates that collectively, units are improving in the development of student learning outcomes. Scores on the other three criteria suggest opportunities for professional development via workshops and departmental consultation. However, Cohort 5 exhibits greater understanding and use of assessment activities as compared to Cohort 4.

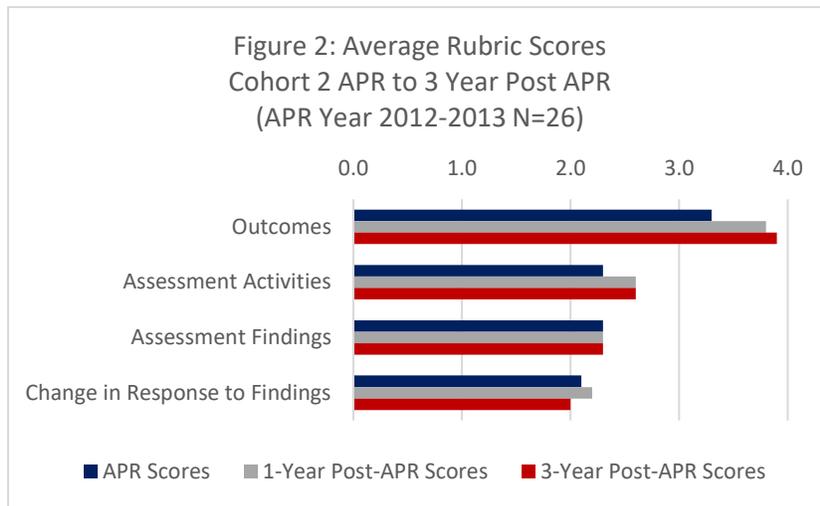
Figure 1: Average Rubric Scores for Five Cohorts



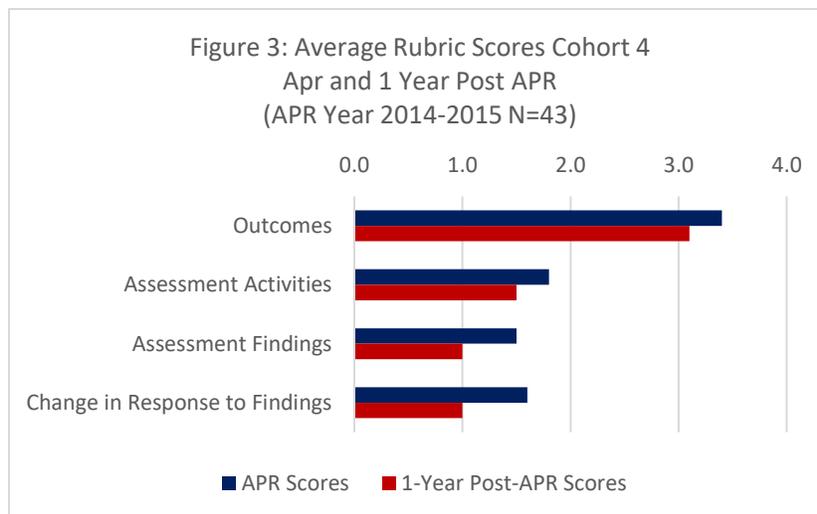


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Cohorts 2 and 4 were evaluated at 1 year and 3 years Post APR. Figure 2 compares the results for Cohort 2 from APR to their 3 Year Post APR review. The red bars indicate the most recent scoring and show that the programs are at least holding steady in three of the four criteria. The slight decrease in Changes in Response to Findings may be attributed to lack of website updating. Figure 3 below compares the APR and 1 year Post APR rubric scores for Cohort 4. Unfortunately, this comparison shows that almost all program rubric scores for all four criteria decreased one year post APR. One explanation can be that departments did not update their assessment webpage with the appropriate information; however, from one-on-one interactions with several of these programs, it is clear that there is a need for additional guidance and resource commitment.





Exemplary Programs

Exemplary Programs were updated, and some Graduate Programs added, and are showcased on the Assessment website. Comment boxes have been added to these pages for explanation purposes or further references. OIA staff frequently refer other departments to these programs for ideas and best practices.

Click the following links to the exemplary assessment webpages:

[*Exemplary Undergraduate Programs*](#)

[*Exemplary Graduate Programs*](#)

Additional Highlights

Student learning outcomes assessment workshop participation

APR Assessment workshops

In the spring semester before units engage in the APR process, the OIA assessment team facilitates a session specifically designed for units preparing for APR in the upcoming academic year. During the session, participants use the rubric to score a sample assessment plan and OIA assessment team members provide feedback on the scoring process. All 6 of the units scheduled for APR in the 2016 – 2017 academic year participated in one of the two offerings of the workshop.

Assessment Matters Monthly Newsletter

The Assessment Matters Newsletter has been published every month during the academic school year and appears to be well-received. This monthly newsletter provides snapshots on academic program assessment from the Office of Instruction and Assessment. Its purpose is to 1) support building and maintaining a culture of assessment and 2) serve as an instructive resource for units. It also provides a timely reminder that assessment should be ongoing, not episodic. The distribution is via email to unit heads, program assessment coordinators, and associate deans on or about the second Wednesday of each month, August to May.

General Education News

As a follow up to the action plan developed at the AAC&U Institute on Assessment of General Education Programs attended in 2015, OIA has instituted a newsletter for communication with the general education instructors. This monthly publication provides policy updates, writing tips, and other helpful tips and ideas for teaching general education courses. One of the main goals of this newsletter is to remind faculty that by teaching a general education course, they are part of a larger, university-wide program, even though they are all in different disciplines and departments.





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Assessment Leadership Team

This team, led by Ingrid Novodvorsky, is a regular meeting of institution-level assessment professionals for the purpose of sharing our scope of work and best practices, and generating ideas for collaboration. Amongst other activities in 2016, the ALT reviewed and endorsed a proposal from OIA for Institutional Learning Outcomes. This proposal will next go to Undergraduate Council for discussion and if approved, ultimately to Faculty Senate for voting.

General Education Syllabi Project

The Senior Vice-Provost for Academic Affairs asked Elaine Marchello to collect general education course syllabi and review them for the quality of their learning outcomes, alignment of outcomes and assessment, and fulfillment of the writing policy. A rubric was developed with the assistance of the Tools and Assessment Subcommittee of UWGEC for scoring the syllabi. Of the 347 sections, 341 syllabi were collected and scored. The [results](#) of the project are posted on the [General Education](#) section of the [OIA Assessment website](#). This process is being repeated again in Spring 2017 semester.

For questions related to Outcomes Assessment, contact Elaine Marchello at evm@email.arizona.edu, or Ingrid Novodvorsky at novod@email.arizona.edu.

